

NCFE Level 1/2 Technical Award in Health and Fitness (603/2650/5)

Assessment date: 20 November 2019

Paper Number: P000749

This report contains information in relation to the external assessment from the Chief Examiner, with an emphasis on the standard of learner work within this assessment window.

The aim is to highlight where learners generally perform well as well as any areas where further development may be required.

Key points:

- grading information
- administering the external assessment
- standard of learner work
- Regulations for the Conduct of External Assessment
- referencing of external assessment tasks
- evidence creation
- interpretation of the tasks and associated assessment criteria
- planning in the external assessment.

It is important to note that learners should not sit the external assessment until they have taken part in the relevant teaching of the full qualification content.

Grade Boundary Information

Each learner's external assessment paper is marked by an Examiner and awarded a raw mark. During the awarding process, a combination of statistical analysis and professional judgement is used to establish the raw marks that represent the minimum required standard to achieve each grade. These raw marks are outlined in the table below.

NYA	Level 1 Pass	Level 1 Merit	Level 1 Distinction	Level 2 Pass	Level 2 Merit	Level 2 Distinction
0	14	20	26	33	44	55

Grade boundaries represent the minimum raw mark required to achieve a certain grade. For example, if the grade boundary for the Pass grade is 25, a minimum raw mark of 25 is required to achieve a Pass.

Maximum UMS Score*	Level 1 Pass	Level 1 Merit	Level 1 Distinction	Level 2 Pass	Level 2 Merit	Level 2 Distinction
160	24	47	70	92	115	138

** In order to ensure that levels of achievement remain comparable for the same assessment across different assessment windows, all raw marks are converted to a points score based on a uniform mark scale (UMS). For more information about UMS and how it is used to determine overall qualification grades, please refer to the qualification specification.*

Administering the external assessment

The external assessment is invigilated and must be conducted in line with our Regulations for the Conduct of External Assessment. Learners may require additional pre-release material in order to complete the Tasks within the paper. These must be provided to learners in line with our Regulations.

Learners must be given the resources to carry out the Tasks and these are highlighted within the Qualification Specific Instructions Document (QSID).

Standard of learner work

The quality and standard of the work varied enormously between learners and a range of outcomes were seen across this assessment. There were some excellent responses, which demonstrated that learners had an excellent understanding of the unit content and were able to apply it appropriately to the various tasks included within assessment.

It was evident that some learners were under-prepared for the external assessment as the quality of their answers did not reflect a secure understanding of the qualification. Where learners could apply their knowledge and understanding to the assessment criteria, and write coherently with depth and detail, they were rewarded with success.

Regulations for the Conduct of External Assessment

Malpractice

There were a number of reported instances of malpractice in this assessment window. The Chief Examiner would like to take this opportunity to advise learners that instances of malpractice (for example, copying work from another learner) will affect the outcome on the assessment.

Maladministration

No instances of maladministration were reported in this assessment window. The Chief Examiner would like to highlight the importance of adhering to the Regulations for the Conduct of External Assessment document in this respect.

Evidence creation

Learners should use the space provided to answer questions. Where answers are typed or additional pages included, the learners name, centre number, centre name and task number must be clearly visible. The additional paper must then be securely attached to the workbook.

Responses of the tasks within the sections of the external assessment paper

Q1 – Q8 multiple-choice questions

Learners generally performed well across the range of multiple-choice questions. There were no particular questions which proved to be a challenge for the majority of learners. Learners are reminded to provide a response using the space provided. In some cases, learners did not provide any response at all to the questions.

Q9

Learners generally provided some accurate responses to this task. Where learners were not awarded marks, learners did not provide suitable function(s) of the skeletal system or provided information which was too vague. In a small minority of responses, 1 or more of the spaces to provide a response were left blank.

Q10

Learners performed well within this task by providing two different types of bone and provided examples of each. Where this was not answered accurately, it was mainly due to learners not being able to accurately identify the type of bone. In some cases, learners got their responses mixed up whereas in other cases learners simply did not know the different types of bone. In a small minority of learners, they correctly identified the type of bone, but provided an inaccurate example.

Q11a

This task split learners. Where learners were not awarded the mark, many learners were unable to identify a place in the body where a fixed joint would be found, with many learners identifying places where hinge joints and ball and socket joints were found.

Q11b

A large proportion of learners were awarded at least 1 mark for this task, however the volume of learners awarded 3 marks was significantly lower. Where full marks were not awarded, sometimes learners mixed up the order of the responses, however in most cases learners could only identify 1 or 2 elements from the image provided.

Q11c

The large majority of learners provided accurate responses for this task. Where learners were unsuccessful, learners had identified the wrong agonist muscle for each joint action. In some cases these were the wrong way around whereas in other cases, learners could not identify the correct muscles.

Q11d

The large majority of learners struggled with this question. Learners struggled to identify the name of the muscle contraction required from the image provided. The actual muscle contraction was required for the award of the first mark. In most cases, learners were unable to identify the correct muscle contraction.

Where learners achieved the second mark, they provided an accurate and specific justification of why the muscle contraction was accurate in relation to the image provided. Learners had to provide an accurate response for the type of muscle contraction in order to be able to access the second mark.

Q12a

The large majority of learners achieved at least one mark for this task which required them to label parts of the spine. In the majority of cases, learners correctly identified the Lumbar region of the spine however were a lot more confused when it came to the other regions. Where learners were not awarded one or more of the marks, they provided inaccurate responses or responses in the wrong order. A significant number of learners struggled to identify different regions of the spine.

Q12b

Learners responded particularly well to this question, with a significant proportion of learners correctly identifying that the image did show lordosis of the spine.

Q12c

Learners appeared to find this question challenging and provided responses which were too vague and lacking the necessary specific detail for one or more marks to be awarded. Where learners were not awarded the mark, this was due to a lack of understanding, or providing a response which was too vague and in turn, did not **explain** why posture is important when taking part in health and fitness activities.

Q13a

This question provided a mixed response from learners. Where learners were awarded two marks, they correctly identified the type of muscular strength needed for swimming 25 metres and justified this appropriately. Where learners did not achieve two marks, they struggled to identify the name of the type of muscular strength required. Where learners achieved the second mark, they provided an accurate and specific justification of why the type of muscular strength was needed.

Q13b

This question provided a range of mixed responses to learners. Where learners achieved the most marks, an accurate definition was provided for each component of fitness identified, with a specific health and fitness example. Reasons why learners were not awarded the marks included; inaccurate definitions or definitions that were too vague e.g. goalkeeper (reaction time). Examples should be more specific and linked to the component of fitness to demonstrate understanding.

Q14a

Learners generally performed well on this task by providing an accurate definition for health and an accurate definition for fitness. Where marks were not awarded, learners had provided inaccurate definitions or definitions that were too vague.

Q14b

The large majority of learners achieved at least one or more marks for this task due to providing a suitable response(s) whether they agreed with the statement or not. Where learners achieved the most marks, they provided a rounded response, which included viewpoints with specific examples. Learners looked at both sides of the statement and provided points that supported each view. Where fewer marks were awarded, learners provided responses which were very vague and had no detail / example included.

Q15a

The large majority of learners achieved at least one mark for this task due to correctly providing information relating to the body shape of an endomorph. Fewer than expected learners achieved the second mark as their response mainly focussed on the increased proportion of fat and not a description of the body being pear shaped. Where learners achieved 0 marks for this task, they often mixed up the somatotypes.

Q15b

Much like 15a, the large majority of learners achieved at least one or more marks for this task due to correctly providing activities that could help an endomorph change their body shape to one of the other somatotypes. Where four marks were awarded, learners had a clear understanding as to an example of an exercise that would help, along with a clear rationale as to why. Where learners did not achieve 4 marks, they did not appear to understand the question, and described activities that the 'new' somatotype is most suited to, as opposed to activities that can be conducted to contribute to a change in body shape. Where learners achieved 0 marks for this task, they provided no response or a response that was not an activity.

Q16a

For this task, learners were required to identify three other principles of training and how these could be applied in health and fitness activities. A large proportion of learners could identify at least 2 principles, however learners missed out on the additional marks due to the explanations not including an example of how each principle could be applied in health and fitness activities. In some cases, learners identified the principles of overload (FITT) as opposed to the principles of training.

Q16b

This was a task which provided significant challenge to the majority of learners. A potential reason for this was that learners may not have read the task in full, which required learners to **explain** two ways an individual could use overload. In most cases, learners identified a principle of overload e.g. time, however did not explain how it could be used or did not give a **specific** example.

Q17

Learners responded well to this task, with the large majority providing a response that was at least within the Level 1 band. Learners provided a good level of understanding of the different types of muscle and provided basic examples of their application when participating in health and fitness.

Learners who achieved a Level 2 response provided a strong understanding of the muscle types and their application when participating in health and fitness activities. Learners showed a strong ability to evaluate by explaining how each muscle type had its own role and how these linked together to enable effective participation.

Where this was responded to poorly, learners provided inaccurate responses and did not address the key aspects of the question. Learners could often identify the skeletal muscle type, however struggled to identify cardia and smooth.

Q18

The large majority of learners achieved at least a Level 1 response for this task. Where this was answered well, learners accurately identified Harry's blood pressure was above average and learners could identify some factors that may have contributed to his blood pressure being at this level. Where learners achieved the higher grades, they provided a more detailed response, looking in depth at one or more of the factors and provided a rationale as to how this could have contributed to Harry's blood pressure.

Where learners did not achieve more than one mark, they provided a very brief response or a response that was inaccurate.

Q19

Where learners achieved a Level 1 response, they had provided an answer which included basic information relating the blood vessels within the cardiovascular system and how this helped an individual taking part in health and fitness activities. Learners made reference to the different types of blood vessel (arteries, capillaries and veins) and their roles within the system. Where 1-2 marks were awarded, learners provided some very limited information in relation to the blood vessels and the cardiovascular system. Learners struggled to identify all 3 blood vessels and demonstrated a limited understanding of their structure and function.

Where learners achieved a Level 2 response, learners demonstrated a clear understanding of the different blood vessels and how their structure enables them to perform their function. Learners explored aspects such as vasodilation and vasoconstriction and linked this to the structure of each vessel and the purpose of each of the above in relation to health and fitness activities. Learners also explored the impact that health and fitness activities have on the vessels both individually and collectively and how this benefitted the individual participating.

In some cases, learners achieved no marks. This was due to either the task being left blank, or learners providing information which was wholly inaccurate.

Chief Examiner: Jonathan Rees

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